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ABSTRACT

The presentation described in this booklet provides the teacher with knowledge needed to help children achieve positive emotional and intellectual growth. It explains how to engage children in talk/dialogue that will help them make profitable choices; choose healthy emotions; overcome anger, anxiety and worry; learn to control their thoughts; and retain the natural contentment that belongs to many. Among the topics discussed are children's development of values, appropriate modeling behaviors for sending messages, and the use of labels, commands, and questions to address to children. Included are exercises to help develop the values teachers and parents want children to model and later verbalize. (HOD)

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This presentation will provide the teacher with knowledge needed to help children achieve positive emotional and intellectual growth. Helping children make profitable choices, choose healthy emotions, overcome anger, anxiety and worry,learn to control their thoughts and retain the natural contentment which belongs to many can be the gift of a lifetime. Participants should leave this session with a new commitment toward modeling and teaching positive "self-talk."

"Kind words have kind echoes."

Unknown

"A man without self-control is as defenseless as a city with broken-down walls."

Proverbs 25:28

"When love and skill work together, expect a masterpiece."

--John Ruskin

"You should say what you mean," the March Hare said to Alice.
"I do," Alice hastily replied; at least--at least I mean what I say--
"Not the same thing a bit!" said the Hatter. "Why, you might as well say that 'I see what I eat' is the same thing as 'I eat what I see'!"

Alice's Adventures in Wonderland
Lewis Carroll

Value Talk--Helping Children Grow!

Self-Examination Exercise--

Think back over the last few weeks;
Remember an "unkind" statement made to
you by another individual.

Write it here:

_____

_____

_____

_____

_____

Why did you think it unkind?
What did you do as a result?
How did you feel afterwards?

_____

_____

_____

_____

_____

Have you recently made a similar state-
ment to others?

SOME FACTORS TO REVIEW ABOUT LANGUAGE DEVELOPMENT

"The language development process includes both sending and receiving.

Sense organs gather information through sight, hearing, smelling, tasting and touching. These sense organ impressions of people, objects and life encounters are then sent to the brain. Each perception (impression received through the senses) is recorded and stored, serving as a base for future oral and written language.

The view most early childhood educators hold focuses on hearing and imitating, and the child's realization that speech is useful in getting what he wants and needs."

(Machado: 1985)

Value Talk - Helping Children Grow

Introduction:

A recent headline of a Chicago Tribune newspaper stated "Hot words to Libya boil down to little." Hot words rarely boil down to little! The truth is hot words stir up a great deal of trouble, dissatisfaction and unrest, yet, we go on and on using them. Is it not time we stop? At every bookstore there are improvement sections laden with selections which discuss negotiations: how to, the power of and so on. Yet, people still have so much difficulty. Many fail to even try. Some simply don't seem to want to know how to negotiate or to better communicate to one another in more productive ways. Numbers of American people still go around with the attitude that we the Americans have always been on top and suggest that we always will. Because of unconsidered words--labels--perhaps, in a moment, delivered in a flippant manner and uttered by a national leader--labels such as "pariah", "barbarian", "thugs" and "flaky", our young people continue to see and hear examples of people unable to better themselves personally, let alone to improve society as a result of their communication skills and understanding.

Did we come here to laugh or cry?
Are we dying or being born?

Terra Nostra by Carlos Fuentes
(The Third Wave, 1981)

Consider further excerpts of interest:

Most people--to the extent that they bother to think about the future at all--assume the world they know will last indefinitely...Of course they recognize that things are changing, but they assume today's changes will somehow pass them by and that nothing will shake the familiar economic framework and political structure...

As crisis after crises has crackled across the headlines, as Iran erupted, as Mao was de-deified, as oil prices sky rocketed and inflation ran wild, as terrorism spread and governments seemed helpless to stop it, a bleaker vision has become increasingly popular...The people who feed on a steady diet of bad news...have apparently concluded that today's society cannot be projected into the future because there is no future.

(Toffler, 1981)

Toffler goes on to say:

To create a fulfilling emotional and a sane psychosphere for the emerging civilization of tomorrow, we must recognize three basic requirements of any individual. People need a sense of belonging--they need to feel needed. In America there are so many reasonably educated people who possess so incredible a range of knowledge.

It just makes sense that to have a sense of community--a sense of belonging. We need better ways to communicate that knowledge. Children learn by imitating the significant adults in their lives. Early childhood educators should be the very best communicators because that is where it all starts. Young children can learn to express their wishes, desires and fears through the use of something I will refer to throughout this presentation as "Value Talk".

What is "Value Talk"

"Value talk" is assertive expression.It is not aggressive or demeaning in any way. " Value talk" is composed of kindness and is positive in nature even when it contains words which may not be what the receiver wishes to hear. "Value Talk" is direct and emphasizes what is important. At the present time it is "the ideal" as opposed to "the operational." It is similar to "self-talk" since it is decisive and positive. "Value talk" goes a step further than "self-talk" since it helps communicate to others what the sender believes is really important. Perhaps it might be said that "value talk" is a follow up to "self talk". "Value talk" focuses on values. Whatever one chooses to call this type of expression, it is sure to make a difference in communication.

Values for children

It really is important to examine the values people hold dear. During many of the past workshops (at which some of you have been present) we--you and I--have examined, talked about and even listed what we want for children. We have also discussed the values that parents of our children seem to desire for them. Among those values that have surfaced are: self-satisfaction, contentment, creativity and the ability for children to relate. Cognitive and moral development have been named, as well as individuality and the ability for a child to be independent and able to make his own decisions. Of course, achievement is always named, but surprisingly parents, even though they seem to constantly demand it, never seem to name achievement as their priority. If we really want children to reach adulthood with many of these values formed and already functioning, we have to give children an opportunity to realize them and to tuck them deeply inside themselves. They also need the motivation and skill to continue putting them to use.

People communicate through talk whether it is done orally, in writing or through gestures. In fact that is how communicating is defined. (Machado:1983) There are people who argue that words are meaningless and that the significance of any word is in the eye of the beholder. But in reality, it seems the listener believes that words truly represent the thoughts intended for him to receive. Words in fact, bring responses from other people! Words influence the feelings of others!

Consider the following statement that was made to a child whom I will call Mark. It was snack time and the cheese was being passed around along with the apple slices. A portion of cheese was placed on Mark's plate.

Mark: "I hate cheese! Don't you know that yet?"

Teacher: "Mark, sassing isn't allowed!"

or

the teacher might have said

"Mark, don't talk back."

-the feelings are-

("If there is anything I can't stand, it's a child with no respect.)

or

(turning to another teacher when out of Mark's sight at a later time)

"Did you hear what he (referring to Mark) said? He said blankety blank blank."

Consider the feelings those words arouse in the untrained individuals who are listening. The untrained individual--teacher or no teacher--simply isn't going to spend a great deal of time analyzing what Mark said and why he said it. Mark is not able to analyze what determines the "value message" in the statement.

The best way to help children realize their values and express themselves positively "is by identifying and putting to use something that we previously referred to as "value talk." "Value talk" can begin with some children around age two (those who are in the process of learning language and beginning to use it) and can certainly begin with those who can verbalize. Since the tone of the voice and its quality is perceived by infants and stored for later use (Machado:1985) "value talk" could even have an impact on children who have yet to verbalize. The infancy stage would be a perfect time for the adult to at least begin practicing the technique. If you do not use this kind of talk, of course the very best time to begin the practice of using it is now, since it not only affects children, but each person with whom you come in contact.

About Modeling

Modeling behavior should be discussed before message-sending behavior is discussed. Although children imitate what we say, thereby modeling our speech, they also model our actions. Recently I heard a young child about six years of age saying to his father as they exited a liquor store which was attached to a drug store from which I was departing:

> "I'll carry this beer for you Dad, even though you shouldn't be drinking it. Beer is bad for you."

Rarely do you hear a child that age express two values at once while modeling an action he has determined is worthwhile. Let's look at the boy's statement in parts.

"I'll carry this beer for you Dad,. Rationale--I value you enough to carry the beer.

"even though you shouldn't be drinking it." I value you too much for you to experience the negative effects of beer.

Now what were the possible reactions of the father in relation to his son's statement? He could have experienced any or all of the following thoughts.

"My son is right. I really shouldn't be drinking."

"He is right, however, I am the adult. Kids these days are getting too smart for their own good."

"He's listening to his Mother again. She is always telling me what I should or shouldn't do. Those two aren't going to tell me how to run my life. I'll drink beer if I please."

Without realizing it, Mark's statement along with the other negative reactions from people might lead him into drinking more.

If the child had been taught "value talk" his statement along with the father's reactions might have been different.

Let's look at it again:

Statement:

"I'll carry this beer for you Dad, even though you shouldn't be drinking it. Beer is bad for you."

Rephrased statement:

"I worry when you drink beer Dad, since I hear from others that beer is not good for you. I like riding to the store with you though, and would like to help by carrying the package."

Is this impossible for a child to learn? Absolutely not! He may not become a master at it all at once, but childhood is the best time for him to begin. He certainly can't learn how to express himself positively unless he hears us use these types of statements or at least hears us attempt to learn their use. Remember that children learn much faster than we, so that "value talk" will be even easier for them to master than it is for us.

Enough cannot be said about the importance of modeling appropriate behavior for children as well as defining and sending the messages of value. As Carl Rogers has so often reminded us--our actions need to be congruent with our words. One of the main reasons children become confused and communication problems arise, is that the adult says one thing and does still two others. What happens is that the adult indicates one kind of feeling with words, another with actions, and still another with non-verbal expressions. Helping children achieve values and put them to work is easiest when the significant persons in their lives are able to demonstrate the desired behavior personally, keeping all three of those previous actions congruent. Let's go back to the situation.

Statement:

Mark: "I hate cheese, don't you know that yet?"

We might say

"Mark, sassing isn't allowed.
Now eat or at least try the
cheese."

or

"Mark I care about you and I
want you to speak in a kind
way as well as I want you
to eat your cheese."

The statement was negative since we modeled "sassy" instead of "value talk" by speaking to Mark in the same tone of voice he used in his "sassy" message. The second statement was an improvement, but it called attention to what <u>you</u> wanted.

Approaching value talk:

We might say

"Mark, when you speak in that tone
it sounds as though you are angry.
Try saying what you want in another
way."

Then give the example to Mark:

say

"Teacher Twinkle, I don't care for cheese."

If more is to be said proceed from there with a statement such as

"It is a rule that all foods must be
tasted during snack."

Let's look a little deeper. We will look at ways we lack skill in communicating. Our concentration will center around the six ways first defined.

1. We often use labels The following is a list of some of the labels I have heard used in relation to children. Many of us do not even know we use labels since people have used them with us throughout our lives. This is a practice that has no place as "value talk" begins to be used.

lady	thief	rug rat
short	stupid	nervous
nerd	pushy	gentleman
lazy	shy	shorty
fearful	rude	wild
dirtball	poor	quiet
dumbo	ignorant	obnoxious
devil	big	thin
rich	withdrawn	turkey
egghead	selfish	crumgrabber
little	pudgy	passive
pretty*	klutz	stroke
ugly	hateful	crazy
clown	hyperactive	cute
pig	foolish	nasty
strange	silly	character
wonderful*	spaz	fatso
pipsqueak	spiteful	funny*
ridiculous	thug	beautiful*
bad	dumb	smart*
good*	sassy	

*Sometimes the starred words can be used positively. Even then we must be careful. I will explain later.

There are many other labels that are used to refer to people of various races as well as words which are referred to as "impact" or swearwords. Many of you could add additional words to the above list. Why in the world would we want anymore?

Let's go back to Mark. In the statement used with Mark, "sassy" was the identifying label. If you feel strongly about something a child is saying and if your feeling must be dealt with before identifying the "value statement" for the child, state your feeling instead of providing a label for the child to imitate.

say

"Mark, I feel angry when you yell at me about not liking cheese. I believe that cheese is good for you and I'd like you to taste it."

Rephrase Mark's statement for him in kind yet firm words. Direct Mark to say:

"Teacher Twinkle, I don't care for cheese. I really don't want to taste it."

If the rule was Mark had to at least taste the cheese

say

"Mark, I feel angry when you yell at me about not liking cheese. Cheese is good for you and the rule is that you must taste it."

Never give Mark a choice if he doesn't have one. When Mark was able to choose cheese he expressed his value (his right not to like cheese) and you have taught him your value--that you don't want him to talk negatively. Mark's behavior might be slow in changing (he didn't develop the habit of negative communication) overnight, but with "value talk" modeled over a period of time, MARK'S BEHAVIOR WILL CHANGE!

2. We use commands with children. Some of the commands I have heard are:

"Stop that!"

"Do what I said, now."

"You always do that!"

"Never do that again!"

"Quit it!"

"You can't talk to adults like that!"

"If you do that you will be sorry."

"Shut up!"

"Be quiet!"

"Go play!"

"Stop fiddling!"

"Stop running!"

"Drink your milk!"

"Put away the toys!"

We sometimes get commands confused with directions. The difference between commands and directions often has to do with voice tone. Commands build resentment and may cause a backlash on the part of the child.

Once again let's look at the child:

This time let us assume that the command to the child (or the intended direction) arises from our desire to have the child put away toys after playtime. Suppose you have a child who no matter what techniques you use (e.g. turning off the light as a reminder that it is time to clean-up or singing a clean-up song and modeling by helping the children), refuses to put away his toys.

Some of the commands that are often given in inappropriate ways (that is, ways which fail to achieve results) include the following:

(A) Teacher: "Sally, I would like you to put away the toys now!"

or

(B) Teacher: "Sally, please put away the toys!"

or

(C) Teacher: "Put away the toys!"

Why the preceding commands often fail to achieve results and why they sometimes lack the "inserted value" follows: (go back to A)

(A) Teacher: "Sally, I would like you to put away the toys."

Inappropriate parts of statement A lead to possible negative thoughts by Sally. Sally's possible thoughts might include:

(a) The teacher is giving me a choice. She said she would "like" me to put away the toys, not that I have to do so.

(b) I will put the toys away to please my teacher, not because I need to know how or to help the situation.

(c) I will not put the toys away. I am angry at the teacher because I wanted to go shopping with my mother today and on top of not getting to go, I now have to clean up the dumb old toys I never wanted to use anyway.

<u>The value in statement A was missing</u>!

(B) Teacher: "Sally, please put away the toys!"

Inappropriate parts of the statement:

(a) Same as a and b above.
(b) Please has same meaning as c above. (I will not put the toys away even though she said "please" because I am angry.)
(c) The "inserted value" is missing.

(C) "Put away the toys!"

(a) That is an order. It models inappropriate communication on our part.
(b) The "inserted value" is missing.

(How to correct) Try a different statement altogether.

Teacher: "Sally, putting the toys away helps keep our room neat. I will help you get started."

Note that the value is now inserted--

"helps keep our room neat."

Modeling is used--"help you get started."

The last statement helps not only identify values, but implies that the teacher cares about the child. Statements like these when frequently repeated, help build a bond between the teacher and the child and establish a sense of trust. They also change the child's behavior by teaching him how to relate well to others.

3. We often ask questions. Too many questions in relation to many issues leave children confused and unable to answer. Children often do not have answers and either fail to respond or construct an answer to please the adult.

"Suzie, are you sick?"

"Bobby, is that a picture of a horse?"

"Sharon, can you count to twenty?"

"Harriet, why did you lie about taking the cookies?"

"Why did you do that?"

"Do you always act like this?"

"What did Mrs. Twinkle teach you today?"

"Why did you hit Bobby?"

Let's consider some possible answers to two of the preceding questions.

(A) Question: "Suzie, are you sick?"

Inappropriateness:

a. Suzie doesn't know whether or not she is sick.
b. She already feels bad enough without trying to drum up an answer.

Redo question to statement for "inserting value":

"Suzie, let me feel your forehead. It seems warm. I would like you to lie on this cot while I get the thermometer."

"Let me feel your forehead" shows you value Suzie's well being. You did not put her on the spot by asking how she feels and she now knows the direction follows the "value statement" for her well being.

(B) "Harriet, why did you lie about taking the cookies?"

Restatement "inserting value" in the form of a direction follows:

"Harriet, I noticed you took some cookies. The cookies were for a later time. Taking cookies without permission is not allowed."

Certainly we want to stay away from using the word "lie". By using the word we teach Harriet what she is doing (lying) and later she might decide to use the technique again. We surely wouldn't want to be responsible for contributing to Harriet's untruthfulness.

4. We make accusations to children. Accusations are assumptions on our part and like questions leave children feeling confused. Accusations may make children fearful.

Here are some accusations:

"Tommy, you hit Billy again!"

"You interrupt me every time I am talking to Teacher Storm."

"You drew on your friend's paper."

"One of you wet on the floor in the bathroom."

The remarks of two of the above statement will be corrected and "value statements" inserted.

(A) Inappropriate Accusation:
"Tommy, you hit Billy again."

Corrected response with "value inserted":

"Tommy, hitting hurts! Tell Billy what you feel angry about instead of hitting him."

INSERTED VALUES:		RATIONALE:
"hitting hurts"	-	it causes pain
"hitting hurts" when it happens to you	-	the value makes personal sense to Tommy
"Tell Tommy what you feel	-	you teach Billy to "value" Tommy's thoughts and want him to express them in a positive rather than negative way

(B) Inappropriate Accusation:
"You interrupt me every time I am talking to to Teacher Storm."

Corrected response with "value inserted":

"I am talking to Teacher Storm for a minute. Soon I will talk to you."

INSERTED VALUES:		RATIONALE:
"I am talking to Teacher Storm."	-	I must talk to a teacher for a moment.
"Soon I will talk to you."	-	You are a worthwhile person.

(5) We use sarcasm with children. Sarcasm implies that we think we know better and the "put down" may make people learn. Young children especially do not understand sarcasm since sarcastic remarks are very abstract.

Two examples of sarcasm that I have heard used with children are:

"This is Jackie, always late."

or

"I'm glad you are early." (when the child is decidedly late).

Any other statement that is opposite of what the child really did and the other listeners know it.

INAPPROPRIATE SARCASTIC REMARK:	RATIONALE:
"Jackie, always late"	Jackie is not always late (by saying this she could become that way). Jackie might say "Always late is not my name."
"I'm glad you're early" (when the child is late)	If the child is late he can't understand why you would want him to feel worse by saying he was early when he wasn't.

Corrected response with "values inserted"

"Jackie, when you are late it delays our work. I like to have you with us."

INSERTED VALUES:	RATIONALE:
"Jackie, when you are late it delays our work.	Learning to be on time would contribute to everyone's success, including your own.

The second statement is surely understandable to you by now.

You correct it. Go back to the second sarcastic remark:

INAPPROPRIATE SARCASTIC REMARK:	RATIONALE:
"I'm glad you are early." (when the child is late)	Why say she is early when she is late?

Corrected response with "values inserted".

Write in the above space.

What were the "inserted values"	Rationale

6. We try to give children approval. Giving children approval to show them we care and help lead them towards goals is important but only when "honest positives" are used.

Contrary to what we have often been taught to believe, praising children through the use of ambiguous words or phrases can create very negative responses. Praise can make children become highly ego centered, make them fearful and it can also make them fail to respond unless they know they will receive it. When children receive a steady diet of praise they can come to expect it. Approval or disapproval of others then begins to make children's self-esteem bounce as if it were a ball. Children rarely know the meanings of words we choose and often fail to learn the "value" behind an act they accomplish. Using words which represent abstractions tied to no direct meaning or accomplishment can be changed to words of encouragement which help the child better understand his achievement or improvement toward that achievement. When words are rephrased to include the "value" behind the situation, a child will learn even from his mistakes. All (yes, I said all) disciplinary measures or guidance techniques will be positively handled.

Praise often includes the use of labels. That is why the label that sometimes seems positive (as identified in the first way we lack skill in communicating) may sometimes turn out to be negative. It is almost impossible to stop the use of all labels, however, even curbing their use will be helpful in communicating values.

Let us examine the issue of praise as we closely look at an example that might be recommended by a child care worker training a staff member. The child care worker is clearly gaining expertise in changing the way she communicates to children. In the example she is giving her employee, however, she could take it a step further by using "value talk".

The intent of the child care worker who is being trained as well as the trainer is to praise a child for a job well done. Each wants to help the child build confidence by rewarding his behavior so that the desired behavior will be repeated.

STATEMENT to child made by trainee:	INAPPROPRIATENESS	RATIONALE
"You are a good boy for putting away your mittens."*	Child could think In order to be "good" I must remember to put away my mittens. or What does she mean by good? or I don't like Mrs. Storm. Tomorrow I will leave my mittens out on the table. or If I forget to put my mittens away I am bad.	A positive statement was intended but the intention to reward the child's task was lost in the statement. The child believed that the statement personally focused on him.

*This is the level of communication that parents often use.

SUPPOSEDLY CORRECTED STATEMENT used by professional.	INAPPROPRIATENESS Child could think:	RATIONALE
"You did a good job of taking off you mittens and putting them away."	Every time I do what she asks, it is "good". I hope I never forget.	"Good job" is still a label.

Cont'd.

	Teacher Storm finally saw something good that I did. It's about time. Teacher Twinkle gave me a star when I did something good. Where is my star?	This is better than labeling the child.
CORRECTED STATEMENT "inserting value"	APPROPRIATENESS	RATIONALE
Teacher smiling at child pats him on the back and says, "Learning to take off and put away your own mittens shows you are growing in ability. Today you will be able to find them right away."	Child thinks: I am making progress. My mother (or someone else) likes me to "keep" up with" my mittens.	Child gets sincere approval nonverbally because of his accomplishment. He now sees why he is improving and how this growth will help him in life situation.

The inserted values in the statement were:

"Learning to take off and put away your mittens." (The value is that you want the child to grow toward independence.)

"Today you will be able to find them right away." (The value is that the child is growing in responsibility--since mittens cost money his parent doesn't want to have to continue replacing them.)

Let's rephrase another statement.

Child approaches teacher with a picture she has drawn. Teacher is busy but takes the time to look up at the child's work:

Child's Statement	Teacher Answers
Mrs. Twinkle, look at what I drew."	"That's wonderful dear."

Child's Possible Thoughts

Wonderful? What does she mean by that?

or

What does she like about it?

or

She likes my picture for some reason. I will make another one for her. (Child makes 50 pictures for you.)

Using "value talk" we will improve that statement. Notice the difference:

Child's Statement	Mrs. Twinkle Answers
"Mrs. Twinkle, look at what I drew."	The color and design in your picture makes you notice that it is special. It seems you enjoyed creating it.

The "inserted values" in the statement were:

"color and design" (The value is the identification leading to possible appreciation of two very important elements of art or aesthetic qualities which the child has demonstrated).

you notice that it--the drawing "is special" (The value is that the child notices his art work is special--the uniqueness of his work does not depend on what someone else thinks.)

"it seems you enjoyed creating it" (The value is that art can be for pleasure.)

Using "value talk", you have given the child an understanding that is hard to surpass. This kind of understanding develops a basic core of confidence within the child that helps him offset negatives when he comes in contact with people who talk differently. He may "in time" begin to seek out other people in the environment who have a similar sense of direction. Value talk could indeed have a far reaching impact.

7. Disapproval: "You are terrible!"
versus
"I do not feel comfortable with you."

and

8. Name Calling: "You are a creep!"
versus
"I feel embarrassed when you talk so loud in public."

Surely none of us would use the above types of communication with children. These types are so far removed from "value talk" that they are hardly appropriate to even mention. Disapproval and name calling can only erode the self-esteem of anyone. Positive change calls for just the opposite which is the building of self-worth.

Thoughts to Consider in Relation To "Value Talk"

....."Value talk" takes self-examination and a willingness to change.

....."Value talk" means facing up to being a mature adult instead of taking the easy way out.

....."Value talk" means putting aside direct judgments.

....."Value talk" means accepting the idea that it is okay to be different when the goal is a positive one.

....."Value talk" requires knowing the difference between positive and negative ways of relating.

....."Value talk" may feel uncomfortable at first.

....."Value talk" may not at first seem real.

....."Value talk" takes time to learn and use.

Remember:

You have been the best that you could be. If you have said unkind things to people it is because that is what you have modeled. You may feel resentful about things that have happened to you or are happening at the present time and you may use negative communication because you wish to release anger. You probably won't be able to change until you wish things to be different.

The first way to change is to start feeling happy about the small things life has to offer. As we begin to appreciate the things children love--a flower, a bird, a tree or a person we become happier. It is then that we have values. Enjoyment and appreciation help determine values.

"Value talk" is not cut and dried. The way you are as a person helps offset negative communication. If you have been speaking negatively, do not worry about it. it is important not to "get caught in a rut" analyzing every little statement you make. What is important, is to recognize how all of us can slowly grow toward using this positive way of communicating. Gradually we can help build a better and more peaceful world.

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EXERCISES FOR IMPROVEMENT

Changing to "Value Talk"

EXERCISE #1

Analyze the following statements. Then rewrite it inserting the "values" you want children to model and later verbalize. Underline the values. Cross out those statements that are ineffective. Tell why. Use one or two words to identify the damage that could be caused to the child as a result of the improper statements.

1. Statement:
   "Billy, be a 'little man' when you go to the dentist. It is important that you behave."

Statement rephrased or eliminated:

Possible damage:

2. Statement:
   "Sally, 'little ladies' do not get dirt on pink ballet tights before ballet class."

Statement rephrased or eliminated:

Possible damage:

3. Statement:
   "Johnny, you are a 'nerd'. Every time we go to the store you undress the mannequin."

Statement rephrased or eliminated:

Possible damage:

4. Statement:
"How can you run about the funeral home when your dear Aunt Jane is dead? Be a 'big girl' and respect your Aunt Jane's memory."

Statement rephrased or eliminated:

Possible damage:

5. Statement:
"I told you not to bite other children anymore. Sit over in the 'think chair' until you remember why."

Statement rephrased or eliminated:

Possible damage:

6. Statement:
"Did you wet your pants again? People will think you are a baby."

Statement rephrased or eliminated:

Possible damage:

7. Statement:
"I have placed a paper monkey on the bulletin board for you to see. Make yours look like mine the best you can."

Statement rephrased or eliminated:

Possible damage

8. Statement:
"Mrs. Storm is so proud of you for being quiet during grouptime. Now you will be ready for kindergarten."

Statement rephrased or eliminated:

Possible damage:

EXERCISE #2

Put a + by those statements which represent positive "value talk". Put a - by those which do not. If you are unsure or if your answers disagree, skip them and talk about them at a staff meeting.

_____ 1. You ought to be ashamed of yourself.

_____ 2. Stop picking your nose.

_____ 3. You are growing in your ability to learn...

_____ 4. You are terrific, you won the race.

_____ 5. You told Jackie what you wanted instead of hitting her.

_____ 6. Cleaning up after snack was helpful.

_____ 7. Answer me when I call your name.

_____ 8. Are you sick again?

_____ 9. I doubt that you could become a heart surgeon.

_____ 10. You must let me pick out your clothing for tomorrow.

_____ 11. The money belongs to me. Leave it in my purse. If you want money let's talk about why.

_____ 12. Get out of the refrigerator! Those snacks are for later.

_____ 13. The body sometimes contains gas. Bobby accidentally burped.

_____ 14. The "little habit" we discussed is still occurring. I will tap you quietly on the shoulder to help you remember to stop.

_____ 15. You handed the block to Jason instead of throwing it.

_____ 16. You must feel happy about learning to put on your coat. That is more important than the star your teacher gave you.

_____ 17. Your snowflake is white and glittery. You must feel that it is special.

Correct Answers

1. -	6. +	11. +	16. +
2. -	7. -	12. -	17 +
3. +	8. -	13. +	
4. -	9. -	14. +	
5. +	10. -	15. +	

ABOUT THE SPEAKER

Sue Miles has had fourteen years experience in the classroom and ten years instructional experience in a community college setting. As a Department Coordinator she has taught more than fourteen classes, including subjects such as teaching methods, parent education, and interpersonal effectiveness. Sue has conducted numerous workshops, sometimes serving as keynote speaker, for colleges, public schools, nationally affiliated educational organizations, community groups and served as a private consultant to parents. She has also led a study group on a tour of London's British Infant schools. Recently, Sue has been listed in Who's Who in Midwest America, Who's Who in World Women, The International Directory of Leadership--Community Leaders of the World and other biographical references. Sue has designed numerous child care settings and worked toward the improvement of low income day care settings, as well as settings for all children.

Sue Miles has helped teachers change many a dreary setting into places where pleasant and meaningful activities occur daily between teachers and children. Labeled by workshop participants as a "witty and dynamic speaker," Sue gives practical suggestions which can be put into immediate use. She openly admits she must constantly examine herself to consistently "stay alive".

Sue is currently a first year doctoral student at Nova University. You may contact her at Waubonsee Community College, Sugar Grove, Illinois.
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